



Francis Askew Primary School
'Working together to make a positive difference for every child.'
SEND information 2022-23



SEND Information
Francis Askew Primary Academy
North Road
Hull
HU4 6JQ

Date updated: Sept 2022

Date of next review: Sept 2023

Resilience

Expression

Aspiration

Citizenship

Health



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What is the SEND Local Offer?

The government has listened to what parents say about their experience of services and have put in place several things to bring about improvements. One of these is the 'Local Offer'. In 2012 the former Children's Minister Sarah Teather explained that:

"The current system is outdated and not fit for purpose. Thousands of families have had to battle for months, even years, with different agencies to get the specialist care their children need. It is unacceptable they are forced to go from pillar to post, facing agonising delays and bureaucracy to get support, therapy and equipment".

"It is a huge step forward to require health, education and care services work together. The reforms will give parents better information and a comprehensive package of support that meets their needs".

Local authorities and other services will set out a local offer of all services available to support children who are disabled or who have SEN and their families. The local offer will enable families to understand what services they can access and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector. The offer will include provision from birth to 25, across education, health and social care.

The potential outcomes of the Local Offer are:

- To provide clarity and confidence for parents.
- To support earlier intervention.
- To reduce the need for assessment.
- To identify need and gaps in provision.
- To provide an evidence base for improving progress and securing better outcomes, at school and local level.

Our contribution to the local offer is to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We develop practices and seek support from a variety of sources so that we can be as inclusive as possible, with the needs of pupils with Special Educational Needs and/or Disabilities being met in our school wherever possible, where families want this to happen.

Our local authority's local offer is available here: <https://hull.mylocaloffer.org/>



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SEND information 2022-23

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

Parents/carers are involved at each stage of the 'assess, plan, do and review' process. Parents/carers are invited to discuss with the SENCo (and/or class teacher) the needs of their child in the first instance. This allows for parents to share knowledge about their child



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SEND information 2022-23

and engage in a positive discussion from which there will be agreed actions relating to how the child's needs can be met. Therefore parents/carers have an active role in the planning and decision making regarding their child's provision.

After this, parents/carers will be kept informed of progress and outcomes because of the aforementioned actions in a number of ways:

- a) Talking to the class teacher informally.
- b) Parents Evenings when advice and support in helping their child at home can also be given.
- c) Formal reviews their child's progress with the SENCo (and/or class teacher).

During these meetings/discussions, a 'person centred approach' allows for professionals and parents/carers to contribute towards reviewing the effectiveness of provision in place for the child. Following this, decisions can be made regarding next steps.

The child/young person is involved (as is appropriate) at every stage of the 'assess, plan, do review' process.

At the initial assessing and planning stage, to support a 'person-centred approach', the child/young person's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable pupils to feel that they have more control over decisions about their support.

Where the child/young person may be unable to verbally communicate or provide a written input, observations of the child/young person may be made to gather information regards their likes, interests, dislikes and difficulties. The thoughts and opinions of parents/carers, and those who know them best, may also be sought.

The child/young person is able to discuss any aspect of their provision in a number of ways:

- a) Informally with their class teacher informally on a regular basis.
- b) Where appropriate, the child/young person will attend a more formal meeting to review their progress and provision.
- c) A child/young person may contribute to this meeting either by attending in person or by providing written input.

Assessing and reviewing pupils' progress towards outcomes

The school uses assessments made on entry to the school or during the school year on a whole school basis to identify pupils who may have special educational needs. This may include reading/maths tests, standardised testing such as SATs, or EYFS areas of development. Class teachers may also raise concerns with the SENCo regarding the performance of pupils who they suspect may have special educational needs.



Francis Askew Primary School
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SEND information 2022-23

Pupils may also be assessed by external agencies, such as the Educational Psychologist, IPASS and Speech and Language Therapy Services.

Individual targets will be reviewed termly as a part of their SEND review, and new targets set to replace any that have been achieved.

Our approach to teaching pupils with SEN

For every pupil receiving SEN support, a system of 'assess, plan do, review' is used to ensure the best possible provision is provided for the child. This involves assessing the child's need, planning the best support, carrying out that planned support and then reviewing its successfulness.

The school closely monitors the progress of all pupils, including those with special educational needs. The effectiveness of the provision for these pupils is evaluated by ensuring that they make adequate progress. This is reviewed regularly by class teachers in collaboration with parents, the SENCo and the pupils themselves.

Pupils who are receiving support that is additional to or different from their peers, due to special educational needs, will be assessed on a termly basis in all their subjects in line with the whole school policy of termly assessment of progress. In addition, these pupils may be assessed in more specific terms and more regularly, using more detailed testing, to evaluate their level of progress in their specific area(s) of difficulty.

All pupils at Francis Askew receive Quality First Teaching (see Appendix A).

Adaptations to the curriculum and learning environment

At Francis Askew Primary School we make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, 1:1 support, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



Francis Askew Primary School
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SEND information 2022-23

Additional support for learning

We have teaching assistants who are trained to deliver interventions such as speech and language, ELSA and Precision Teach.

Teaching assistants will support pupils on a 1:1 basis when working on personalised tasks to ensure that they understand what is expected and appropriate modelling is provided.

Teaching assistants will support pupils in small groups when they are identified as requiring additional support and prompting to ensure progress is made towards an outcome.

We work with the following agencies to provide support for pupils with SEN:

- NHS Speech and Language
- Bridge Speech and Language
- Integrated Physical and Sensory Service (IPaSS)
- Northcott Outreach
- Steps to Success Outreach
- Educational Psychologists
- School Nursing Team

Expertise and training of staff

There is regular training for staff to meet specific needs. Strong links have been made with outside agencies to support children further, for example, with Northcott Outreach team. Staff will seek training from outside support agencies when necessary, including outreach and transitional support (see local offer for list of external agencies). Future training is based upon both staff requirements and the needs of the children in the school. We currently have 14 teaching assistants across the school that now hold a Level 2 qualification in supporting children with Autism. Due to an increasing need in the school, there are two trained ELSAs (Emotional Literacy Support Assistants) who work with children from EYFS through KS1 and KS2 as well as having over 20 members of staff trained in a Level 2 qualification in supporting Children and Adolescents Mental Health. The support they provide is bespoke and individual to each child and focus' on improving and supporting the emotional wellbeing of the pupil.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after [number of] weeks
- Using pupil questionnaires
- Monitoring by the SENCO



Francis Askew Primary School

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SEND information 2022-23

- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip to Robin Wood.

All pupils are encouraged to take part in other events, such as sports day, discos etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be school representatives, such as Head Girl/Boy.
- Pupils with SEN are involved in social skills / friendship groups to promote and develop skills, such as teamwork and turn taking.
- Emotional Literacy Support Assistant (ELSA) support is in place for identified pupils

We have a zero-tolerance approach to bullying (see anti-bullying policy).

Working with other agencies

Where a school has concerns that a child may require additional or external support to meet their special educational needs, then a request can be made to the local authority service provider and / or other professional support service, or voluntary organisation. These may include:

- Educational Psychologists
- Speech and Language Support Agency
- ASD Team
- National Autism Society
- IPaSS – Integrated Physical and Sensory Service (Visual/Hearing/Physical)
- Social Care Team



Francis Askew Primary School

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SEND information 2022-23

- Children's Centres
- CAMHS for Mental Health Needs
- Rowan Centre – Home Education Support
- Kids – Parent Partnership
- School Nursing Team
- Whitehouse Unit
- Cruze / Dove House Bereavement Support Team
- Traveller Education Team
- Northcott Outreach Service
- Police

Links to all of these can be found in the Hull Authority Local offer.

Contact details of support services for parents of pupils with SEN

All contact details are available in the links provided in the Hull Authority Local Offer.

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SEND information 2022-23



Appendix A: Quality First Teaching Strategies

Removing Barriers to Learning				
Cognition and Learning (C&L)	Communication and Interaction (SLCN)	Physical and Sensory (P&S)	Social, Emotional and Mental Health (SEMH)	Access Arrangements
Individualised success criteria/ learning plan with regular written feedback	Maintain a structured/routine of lessons; Starter, Teacher input, independent work, plenary	Pencil grips and hand writing pens	A focus on rapport building OR think of the learning triangle	Additional time (25%) for exams
Writing frames/sentence starters	Simplified language	Display classroom expectations with images	Short tasks specified with a timer	Scribe
Visual aids (wide spaced/yellow paper/large font)	Simply noticing a difficulty in word pronunciation or sentence structure	Additional time given to complete activities	Frequent work breaks- Brain Break exercises	Prompt
Modelling (peer examples/mini whiteboards/pre-printed examples)	(expressive)/ understanding of verbal instructions (receptive)	Pre-cut and pre prepared worksheets/graphs	Repeated instructions (using same vocabulary)	Reader/Reading pen
Overlays and reading rulers	Visual prompts and aids to reinforce verbal instructions (task sheets, picture cards)	Provide individual copies of PowerPoint in accessible colours and fonts	VERY clear and consistent boundaries	Supervised rest breaks
Alternative recording of information; bullet points, mind map, ICT, highlight information instead of taking notes	Curriculum focus on developing oral skills, language development and wider vocabulary	Private signal for time out/ use of toilet	Positive reinforcement and praise	Quiet room
Simple/large font used	Opportunities for collaborative/peer assisted learning	Alphabet and Number lines	Consistent positive regard (Approachable, patient, being their thinking brain at times of high emotion)	Modified paper
Minimise background noise	Avoid irony/sarcasm/metaphor	Multi-sensory activities	Socratic questioning (differentiated to build confidence)	Overlay/coloured exam paper/coloured writing paper
Scaffolded questioning	Question Wall or bank	Use of ICT as an alternative to paper	Reminder of expectations using "if, then and when"	Language modifier (BSL)
Word banks/key vocabulary cards	Students name used before instructions given	Whole class starter- using senses	Give student jobs/individual responsibilities	Docs plus
Support reading text aloud	Preparation for change	Instrumental/calm music	Emotion check in	Laptop/Word processor
Handwriting guide/lined paper	Games to learn	"Code word/gesture"	Kinaesthetic resources (hands on)	
Meta cognition thinking	Group or paired tasks	Overlay/ coloured writing paper	Limited choices/forced choice	
Peer to peer learning			Apologies if you make an error	
Visual/colourful and tidy classroom			Listening to the student (giving them time)	
Personalised work to interest			Structured in class rewards	
			Model making mistakes	
			Preparation for change	
			Staff reflection- team/department meetings	
			Rewards home: Phone call, post card, Student of Week	
			Time out/in with trusted person	



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